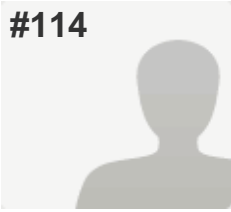


#114

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Friday, June 10, 2016 1:31:03 PM**Last Modified:** Monday, September 12, 2016 10:59:49 AM**Time Spent:** Over a month**IP Address:** 207.32.30.10

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Q1: Name of School District:	Rock Valley Community School District
Q2: Name of Superintendent	Chad Janzen
Q3: Person Completing this Report	Chad Janzen

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Q4: 1a. Local TLC Goal

Retain highly effective teachers through quality mentoring (a special need to music staffing retention was noted).

Q5: 1b. To what extent has this goal been met?

(no label)

Fully Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

We have not used the Charlotte Danielson Evaluation. Leadership has discussed the mentoring process with new teachers and mentor teachers on a one-on-one basis. Everyone states that the additional in-house mentoring we have added as a result of TLC has enhanced our mentoring program. Feedback from new staff and mentors states that the in-house mentoring has provided more meaning to the AEA-provided mentoring while enhancing the mentor-mentee relationship.

For the first time in 5 years we will have our entire music staff return for the 2016-2017 school year. Music teachers have reported an appreciation for the individualized professional development there department has had as a result of the TLC program.

Our retention rates for the entire staff are:

2016-2017: 93.7%

*Of the four teachers that left, one left to be closer to family; one retired; one left to stay home with children; and one left for a full-time job

2015-2016: 91.8%

*Of the five teachers that left, three left for family reasons, one left the profession, and one resigned

2014-2015: 93.2%

*Of the 4 teachers that left, two stayed home with children, one retired and one left the profession

2013-2014: 91.2%

*Of the 5 the five teachers that left, two retired; three left for family reasons

2012-2013: 89.3%

*Of the teachers that left, 3 retired; one took a full-time job, and two left for other jobs

Impact of TLC Plan - 2015-2016

Q7: 2a.Local TLC Goal	<i>Respondent skipped this question</i>
Q8: 2b. To what extent has this goalbeen met?	<i>Respondent skipped this question</i>
Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	<i>Respondent skipped this question</i>
Q10: 3a.Local TLC Goal	<i>Respondent skipped this question</i>
Q11: 3b. To what extent has this goalbeen met?	<i>Respondent skipped this question</i>
Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	<i>Respondent skipped this question</i>
Q13: 4a.Local TLC Goal	
Improve Student Achievement	
Q14: 4b. To what extent has this goalbeen met?	
(no label)	Somewhat Met
Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	
<p>5-Year ACT Composite Scores:</p> <p>2011 - 23.3</p> <p>2012 - 20.8</p> <p>2013 - 22.0</p> <p>2014 - 22.9</p> <p>2015 - 22.8 (Yr1 TLC)</p> <p>2016 - not released</p> <p>FAST Assessments:</p> <p>We had a net increase of 16 students meeting proficiency from the beginning of 2015-2016 to the end of the year.</p> <p>DRA Assessments:</p> <p>We had a net increase of 9students meeting proficiency from the beginning of 2015-2016 to the end of the year.</p> <p>Iowa Assessments:</p> <p>When comparing grade level cohorts from last year to this year, 50 % increase their level of proficiency in reading, math, and science. Across the district, we continue to need support of our Free and Reduced students as well as ELL. 2016 was the first year of SIOP implementation. We hope to see a change in year 2.</p> <p>The district is no longer doing MAP assessments. The district felt students were being over-tested.</p> <p>Graduation rates - our 4-year graduation rate increased from 95.65 to 96.43</p>	

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a.Local TLC Goal
Effective Instructional Coaches

Q17: 5b. To what extent has this goal been met?

(no label)

Fully Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

The most effective tool for evaluating the instructional coaches is through the biannual survey given to teachers. The feedback from teachers continues to be overwhelmingly positive. (Teachers can respond with rarely, sometimes, usually, almost always or don't know.) For example:

-When asked if instructional coaches actively promote and facilitate a school-wide commitment to the improvement of instruction and learning, 96% responded almost always or usually.

-When asked if instructional coaches promote and support innovation, 96.1% responded almost always or usually.

-When asked if instructional coaches seek to provide me with relevant professional growth opportunities, 82.3% responded almost always or usually.

--When asked if instructional coaches take an active role in improving curriculum and instruction, 82.1% responded almost always or usually.

A couple of areas to grow would be providing feedback and helping assist with instructional planning.

Portfolio - Portfolios were submitted by all three instructional coaches. Each demonstrates the implementation of the coaching criteria we established. They are electronic portfolios.

Bright Bytes survey - The survey showed very positive results from students, staff and parents. There were two main areas for growth. The first was digital citizenship. There was an obvious need to deeper implementation of digital citizenship. As a result of the survey, our technology coach found better resources to be implemented across the district called Nearpod. These lessons will be implemented by the coach as well as classroom teachers. The other area of growth was the continued growth of the "deeper" use of technology for learning. Our coach will continue to work with staff regarding the kinds of use of technology in the classroom.

Coaching logs - this was determined to be too cumbersome to the process by everyone.

BloomBoard - (requested change)

Weekly TLC meetings - In year 2 of TLC, meetings were no longer held annually as it was deemed too often. TLC meetings were held twice month. The meetings were times for coaches to share successes and challenges. Through conversations, the TLC team continues to grow together. A shared leadership approach between administration and instructional coaches is becoming firmly entrenched. The meetings are also used to design and plan for implementation of professional development. As a result of these meetings, professional development has become more robust and individualized. Once per year a do-it-yourself PD day occurs. Teachers are able to plan their own PD for a day with assistance from the instructional coaches. Learning is then shared in Google and staff comment on others' learning. We also have an annual in-house conference. Instructional coaches and model teachers put together sessions, as well as other outside resources such as the AEA, for teachers to attend. A book study and TLC newsletter have developed as well.

Q19: 6a. Local TLC Goal*Respondent skipped this question***Q20: 6b. To what extent has this goal been met?***Respondent skipped this question***Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)***Respondent skipped this question*

Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

While there are no specific areas related to the plan as provided, we are looking at ways to modify how we operate as instructional coaches. Many teachers do an excellent job of scheduling coaches. We are going to make renewed efforts to increase the amount of heavy coaching we do. Instructional coaches will be more active in being in classrooms of all teachers to help improve instructional practices, especially in the area of SIOP. As 2016 was the first year of SIOP implementation, we will continue to monitor the implementation of these strategies. It is our hope that we will see increased results in year two.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

Teachers across the district are becoming more and more confident in the implementation of the Iowa Core. Instructional coaches are helping teachers to align the Iowa Core with classroom assessments. For example, one teacher this year came to one of our coaches about a lesson. Through conversations and observations, instructional coaches were able to greatly enhance the alignment and assessment of the lesson.

Our Rocket University continues to receive positive feedback. TLC has created an annual in-house conference. Model Teachers and Instructional Coaches provide sessions of various topics relevant to teachers. Others are brought in based on teachers' other areas of interest such as mental health.

Model Teachers have also created courses teachers can take for credit. This year was book study of "How Full is Your Bucket?" A monthly newsletter, the TLC Scoop, was also created to share helpful instructional strategies and innovative ideas happening in the district.

In addition to the MTSS process, the elementary school copied this process for ELL students. Our ELL instructional coach led monthly meetings with ELL staff and classroom teachers to discuss individual student needs. This led to more individualized learning and a greater understanding of their needs.

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.